

# Attendance Policy



## King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023

Approved by Governors: July 2023

Reviewed by Governors: October 2024

Next Review Due: October 2025

## 1. Introduction

School attendance really matters and is everybody's business. School is the safest place a child can be during school hours and is the place where young people and their families can access support if needed. Regular school attendance has a positive effect on pupils and a strong impact on pupil outcomes, standards and progression. Within this, regular attendance supports the development of literacy and numeracy skills, and the conceptual understanding needed for further study and success in the workplace. Analysis shows that examination outcomes link strongly to attendance rates, for example, where a modest increase in absence can result in lower outcomes. Lessons missed can mean missing key information, skills and ideas.

Good attendance also has a positive effect on wellbeing. Establishing good attendance patterns from an early age is vital for social development. For example, the more time a pupil spends with other children in the classroom and as part of broader school-organised activities, the more chance they have of making friends, of feeling included, and of developing social skills, confidence and self-esteem. Conversely, extended absence from school is linked with behavioural and social concerns. These effects can be long lasting and can affect a young person's mental health and their long-term life chances. Absences can start a negative cycle, where pupils start to be absent for reasons such as bullying or not coping with school work, with prolonged absence only likely to make the situation harder to resolve. The inter-relationship between attendance and wellbeing is considered so strong that attendance is often considered a proxy measure for learner wellbeing.

At King Henry VIII 3-19 School we take a learner-centred, whole school approach to attendance. We promote the notion that attendance is everyone's business.

## 1. Principles and Approaches

Our Attendance Policy on the following principles and approaches:

**A learner-approach, based on the rights of the child;** King Henry VIII 3-19 School offers an engaging, interesting, and relevant curriculum to all learners, to ensure they want to come to school. Adaptations and support may be made to curriculum offers to support attendance where appropriate. The school will always strive to uncover reasons for absence and address these reasons with intervention and support.

**A focus on learner wellbeing and mental health;** the Framework on embedding a whole-school approach to emotional health and mental wellbeing can be seen through our curriculum and pastoral offer. Staff have a good understanding of mental health, trauma and ACEs and can support pupils who may need additional intervention. School staff are trained in Emotionally Based School Avoidance (EBSA) and can offer practices to support pupils experiencing EBSA

**A whole-school, whole-system approach;** attendance is everyone's business, and the school has a graduated approach that includes staff at all levels. All staff welcome pupils into their school and their classroom, building positive relationships with them so that they may to learn and engage.

**Building positive relationships, culture and ethos;** staff listen to pupils around issues such as attendance, and adopt a learner-centred, personalised, empathetic and flexible approach to support pupils to succeed.

**Family engagement and multi-agency support;** the school employs Family Engagement Officers (FEOs) to work closely in our community, it holds regular multi-agency meetings and liaises directly with a variety of other professionals. The school utilises the support of the School-Based Counselling Service, Monmouthshire Youth Service, Careers Wales and CAMHS in-reach support, amongst many others, to support attendance. The school will work in a community-focused manner in order to engage parents / carers and pupils.

## 2. Roles and Responsibilities

### a) Attendance Administrators

- To attempt to contact all pupils on the first day of absence by, phone, email or letter;
- To update attendance data daily from parent and carer returns;
- To produce attendance statistics and returns as required;
- To maintain and distribute lists of pupils who have arrived late at school;
- To make phone calls to targeted lists of pupils who are absent for more than 2 days and who have identified vulnerabilities which may make them at high risk of low attendance;
- To monitor lesson attendance;
- To produce monthly attendance stickers and half-termly attendance InTouch messages;
- To monitor the Class Charts and SIMS systems and report faults to the Assistant Headteacher with oversight of Whole School Attendance.

### b) Class Teachers / Form Tutors

- To monitor attendance of their form /class daily and ensure records are accurate;
- To collect information from pupils regarding absence and pass on where appropriate;
- To monitor the attendance of the form group / class as a whole and on an individual basis;
- To be responsible for mentoring to support pupils with 90-96% attendance;
- To implement early intervention by the use of the school's attendance framework;
- To use Class Charts to record attendance in a timely and accurate way;
- To raise the profile of pupil attendance in line with school policy.
- Complete eFSM mentoring as appropriate.

### c) Wellbeing and Learning Support Officers (WBSOs)

- To support Assistant Headteachers (Phase) or Wellbeing Leaders in monitoring attendance;
- To make phone calls to Persistent Absentees to support attendance;
- To collect work for pupils who make be absent for an extended period;
- To support with distribution of Attendance Recognitions;
- To make support with attendance phone calls;
- To put in place primary interventions to support pupil attendance e.g. Personal Attendance Plans;
- To meet with pupils, parents and carers to discuss attendance if and when necessary and appropriate.
- Complete eFSM attendance mentoring as appropriate.

### d) Assistant Headteachers (Phase) and / or Wellbeing Leaders (WBLs)

- To monitor attendance and punctuality;
- To ensure the King Henry VIII 3-19 School Attendance Framework is being implemented correctly;
- To work with the Education Welfare Officer as necessary;
- To arrange suitable sanctions for pupils who are late;
- To distribute rewards for, and recognitions of attendance and ensure attendance receives a high profile in across the school;
- To arrange the coordination of work for long-term absentees;

- To identify pupils whose attendance is causing concern and support with Personal Attendance Plans (PAPs), setting appropriate targets and employing various secondary strategies to rectify difficulties and support improved attendance;
- To attend weekly Attendance Summit Meetings
- To meet with parents / carers as appropriate;
- To inform Assistant Headteacher, with responsibility for attendance, of pupils' unauthorised attendance which could lead to an EWS referral

#### **e) Family Engagement Officers**

- To monitor attendance of the caseload of pupils referred to them;
- To make phone calls to targeted lists of pupils e.g. identified eFSM pupils or those who are absent for more than 2 days / have identified vulnerabilities which may make them at high risk of low attendance;
- To offer support and guidance to referred pupils;
- To meet with parents and carers to discuss attendance issues and put in place relevant support;
- To carry out home visits as necessary;
- To make referrals to outside agencies as necessary;
- To attend meetings with EWS and social services as necessary;
- To keep accurate records of actions and liaise closely with Assistant Headteacher with oversight of Whole School Attendance.

#### **f) Assistant Headteacher with oversight of Whole School Attendance**

- To monitor attendance;
- To work closely with Family Engagement Officers;
- To liaise with Assistant Headteachers (phase), Wellbeing Leaders and Family Engagement Officers to implement tertiary strategies with a pastoral support programme (PSP) / reintegration timetable, to support and improve pupil attendance;
- To meet regularly with the Education Welfare Officer and LA Family Liaison Officer to ensure resources are used effectively and monitored appropriately;
- To meet with parents and carers as appropriate;
- To provide Wellbeing Leaders with individual pupil's attendance data as required;
- To oversee the administration of the attendance process;
- To produce weekly attendance reports to SLT and the wider staff body;
- To advise the Headteacher with regards to the work of the Education Welfare Officer (EWO).

#### **g) Education Welfare Service (EWS)**

- To liaise with the Attendance Administrator regarding daily telephone calls and attendance data;
- To meet with Assistant Headteachers to discuss attendance issues;
- To promote and support whole school attendance policies;
- To provide advice on proven good practice;
- To work together with school staff, pupils, parents and relevant others on programmes designed to improve attendance levels;
- To undertake individual work with pupils;
- To undertake family centred work;
- To develop group work with pupils and parents and carers;
- To initiate statutory proceedings on behalf of the LA;
- To take legal action to enforce attendance in conjunction with the LA;

- To assist parents, schools and the local authority to meet the duties placed on them by relevant legislation;
- To enable and enhance effective communication between and within families; schools, agencies and other services and the wider community;
- To meet with the parents and carers of pupils whose attendance is causing concern and to devise suitable plans for their reintegration to school;
- To implement legislation and statutory procedures, including fixed term penalties where appropriate, in consultation with the Assistant Headteacher and Headteacher.

The Educational Welfare Service's main role is to improve school attendance, and the Education Welfare Service is able to take legal action where necessary. The EWS provides professional, quality support to schools, pupils, and parents and provides appropriate support to education settings, so that pupils can benefit from the educational opportunities provided to them. The EWS supports good school attendance and high standards of pupil welfare and will support schools to create a culture which encourages attendance. The EWS explores the reasons behind school absence, offer information and guidance, undertake planned interventions, advise parents about specialist support services and make referrals to appropriate services when required.

The service liaises with other agencies and provides an important link between home and school, helping parents and teachers to work in partnership.

When the school has exhausted all reasonable avenues of support to improve the attendance of a pupil, the school may refer the case to the EWS. Before making a referral to the EWS, the school should have explored possible reasons for absence and mitigating circumstances with the pupil and their family. The school should have engaged with relevant agencies and services within the local authority to ensure that support and intervention is in place for both the pupil and family to address any identified barriers to attending school. Before accepting a referral for more intensive work an EWO should look for evidence that the school itself has tried to address the attendance issue through:

- action by the class or form tutor as part of their day-to-day duties;
- involvement of others within the school, Wellbeing Leader, pastoral staff, and headteacher;
- contact with parents.

Section 444 of the Education Act 1996 states that if a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence. The use of legal action against parents will be considered as part of a planned intervention to improve attendance. This can include the issuing of fixed penalty notices under section 444A of that Act. If fixed penalty notices are used, then local authorities should take great care to ensure that notices are properly issued and only issued for offences where the local authority is willing and able to prosecute in the event the parent does not pay the fixed penalty. The EWS must ensure accountability for cases taken to court and liaise with schools concerning such cases. The EWS will offer information to parents and learners about rights and responsibilities concerning attendance and the legal process, during any intervention with the family.

The LA has employed a Family Liaison Officer for each Cluster. Their role is to support the school and EWO to improve attendance of referred pupils. They do not have the same legal powers as EWOs.

#### ***h)* Parents and Carers**

- To promote positive attendance at home and take an active interest in their child's school life and work;
- Make sure their child arrives at school on time each day;
- To call the school absence line or use Class Charts to inform school of absences in a timely way, providing reasons for these absences as necessary;

- To ensure that their child only misses school for reasons which are unavoidable or agreed and understood by the school;
- To ensure they follow recognised protocols for collecting their child (i.e. collection from Reception and via phone call from Reception or other school staff; no child should arrange to be collected by a parent or carer without discussion with school staff);
- To discuss any concerns that may affect attendance or wellbeing swiftly with school staff;
- To avoid making medical appointments within school time wherever possible;
- To ensure pupils do not have full days off school when a medical appointment is unavoidably made during the school day
- To not take term time holidays (to support this, the school will publish all half-term holidays, Bank Holidays and INSETs at the start of each academic year);
- To understand that within our truancy protocol, parents and carers will be contacted if we cannot locate their child in their lesson, and there is no reason for their absence, as part of our safeguarding processes;
- To meet their statutory responsibility to ensure regular attendance at school.

### 3. Recording and Analysing Attendance

#### a) Daily

- Class Teachers / Form Tutors and teachers have a statutory requirement to complete registers for AM and PM sessions in an accurate and timely basis for all lessons and registration periods. This is especially important for PM registration.
- Attendance Support Team / WBLSOs / FEOs to track attendance of PAs / potential PAs on a daily basis, calling home for pupils not in school in the morning and running a comments report to contact the parents / carers of those pupils who are absent;
- Attendance Administrators to monitor and track attendance of vulnerable pupils each day;
- Attendance Administrators to monitor attendance on a lesson-by-lesson basis, placing first day absence calls as early as possible, and monitoring registers for unexplained absences to lessons during the school day, contacting staff, and parents and carers as necessary.
- Attendance Administrator to follow missing pupil protocols on a daily basis, under the advice of Assistant Headteacher.

#### b) Weekly

- Class Teachers / Form Tutors to share attendance of their tutees on a weekly basis and share this data with their tutees. This will include punctuality data;
- Assistant Headteacher to analyse key attendance data and share with Headteacher, SLT and staff body. This analysis should include overall attendance by year group (compared with targets and previous year's attendance, boy/girl difference, FSM attendance and PAs);
- X / Facebook accounts shares weekly attendance data and targets with school community;
- Attendance foci shared with all staff in Briefing and Pupil Confidential Update;
- Attendance Team to analyse attendance on weekly basis to ensure interventions are in place for pupils with a downward attendance trajectory within each attendance band.

#### c) Monthly

- Monthly attendance percentages, targets and stickers distributed to Class Teachers / Form Tutors and pupils.
- Monthly attendance analysis completed by Assistant Headteacher and information shared through assemblies, attendance boards and video screens throughout the school alongside e-communications.

- Monthly attendance recognitions, rewards and celebrations of success shared with pupils, focussing especially on eFSM pupils

#### **d) Half-termly**

- Half-termly attendance analysis to be completed by Assistant Headteacher to identify patterns and areas of focus for the coming half-term and discussed with EWO.
- InTouch sent to all parents / carers containing attendance information for their child.

#### **e) Yearly**

- Attendance figures are recorded on reports and discussed at Parents' Evenings.
- Excellent, Very Good and Improved Attendance is recognised in a special rewards assembly.

#### **f) Authorised and Unauthorised Absence**

Authorised absence is where the school has either given approval in advance for the pupil to be absent from school, or where an explanation offered afterwards has been accepted by the school as satisfactory justification for absence. Only schools, and not parents or carers, can authorise an absence, and King Henry VIII 3-19 School will consider whether the reason for absence given is reasonable before doing so. Any absence that is not authorised by the school should be recorded as an unauthorised absence. School staff need not approve an absence if they are in doubt that the explanation is a reasonable basis for missing school. It is for schools to judge whether the explanation given is satisfactory justification for the absence.

#### **g) Punctuality**

How the school starts the school day can make a significant difference to a pupil's wellbeing (Estyn: Healthy and Happy, 2019). Ensuring the form room is a safe, welcoming environment that is purposeful and adds value is key to ensuring pupils attend registration punctually and regularly.

Parents and Carers also play a significant role in promoting attendance and engagement by ensuring that their child arrives at school on time. Arriving late at school can be disruptive for the child, the teacher and other children in the class.

If a child is late for registration then they will be coded with a late mark. If a child arrives after the register closes the child's absence is recorded as an unauthorised absence for that session. The register is open for 20 minutes from the start of the school day.

Pupils who are late to their class or form will be welcomed with a smile and a restorative enquiry will follow to explore the reasons for lateness and the barriers to attendance. Pupils over five minutes late will have a lunchtime detention on the same day.

Members of SLT will monitor school entrances throughout registration, exploring reasons for lateness and ensuring all pupils are in class / registration.

If a pupils' punctuality does not improve parents / carers will be contacted by a member of staff. A meeting may be held in school.

#### **h) Holidays during term time and extended overseas trips**

Parents and carers must apply in advance to take holidays or overseas trips in term time. Requests will be considered individually and the school will discuss each case with each family. The school can only agree to absence for a family holiday or trip if they believe there are special circumstances that warrant it. If the school agrees absence and the pupil goes on holiday or trip for 10 days or less, absence is authorised (code H). The school can only agree to absence of more than 10 school days in a school year if they believe there are

exceptional circumstances. If the school does not agree absence and the pupil goes on the holiday or trip, absence is unauthorised (code G). If parents keep a child away for longer than was agreed, any extra time is also recorded as unauthorised (Code G).

If the school considers that there are exceptional circumstances why the pupil should be granted approval for an overseas trip of more than 10 days, the approval can be given and the absence would be authorised and recorded (Code F). The use of a different code shows that an extended overseas trip should have a cultural justification other than for a holiday. In these cases, the school will explain the following to parents / carers:

- advance application for term time absence must be made in line with school attendance policy;
- the absence should be planned carefully with the school – leave and return date to be agreed;
- the school will make the decision if the visit will be authorised or not;
- where possible, extended visits should be made during school holidays;
- the possible detrimental affect it could have on the learner's progress;
- examination periods should be avoided;
- the amount of school work that would be missed;
- the possible educational benefits of the visit but also the wellbeing benefits, particularly for children of diaspora families.

#### **4. Formal absence management**

Local authorities support schools on matters relating to learner engagement and attendance through their EWS. For example, education welfare officers visit schools regularly to undertake a range of tasks, such as register consultations to discuss how they can best support the school in improving attendance and in reducing persistent absence.

When the school has exhausted all reasonable avenues of support to improve the attendance of a pupil, the school may refer the case to the EWS. This referral is a formal process involving the completion of appropriate forms. It is a significant escalation in the school's procedures for dealing with absence and is undertaken when criteria set by the local authority are met, usually including when absence is persistent. When such a referral is made to the EWS, all concerned should understand the significance of this step and that it begins legal processes that may lead to statutory interventions or sanctions.

Before making a referral to the EWS, the school should have explored possible reasons for absence and mitigating circumstances with the pupil and their family. The school should have engaged with relevant agencies and services within the local authority to ensure that support and intervention is in place for both the pupil and family to address any identified barriers to attending school.

It is crucial that schools identify learners at risk of exclusion or disengagement from mainstream schooling and, working together with other relevant services, devise a strategy to address the child's future through the preparation of a pastoral support programme (PSP). The PSP is a school-based intervention which aims to providing additional support to avoid exclusion. Schools should consider whether pupils at risk of exclusion or disengagement from mainstream schooling have ALN and, where required, prepare an IDP.

The school will review the PSP on a regular basis – at least every six weeks and more frequently initially – to ensure that it remains relevant to the pupil's needs. For pupils receiving education out of school, the review will consider whether full reintegration to mainstream schooling is feasible and the timescale required for this to happen.

Reduced timetables can be useful to support gradual reintegration or transition. Whilst part-time timetables are a useful technique to help pupils adapt or re-adapt to the school setting, they have the effect of reducing



the sessions on offer to those pupils to under the minimum 380 sessions. As such, these timetables will be a short-term measure.

Any arrangement for part-time provision out of school must be established through a PSP. The PSP must make clear what work the pupil is expected to do and its purpose. All out of school placements, and those which are internal to the school, must focus on the specific needs of the pupil, both academic and social, and must have as their objective the reintegration of the pupil into the mainstream as soon as practicable. If a school places a compulsory school age pupil on a part time timetable, for example as part of reintegration, then the school is authorising the pupil's absence from the sessions not in the timetable. That absence will be recorded (Code C). The school will not place pupils on part-time timetables for an indefinite period and will review the timetable on a regular basis.

## **5. Parenting contracts**

Local authorities and school governing bodies can suggest using parenting contracts in various situations, including in the case of regular non-attendance. Parenting contracts are intended to be supportive and to help parents make sure their children regularly attend school. They are useful as a means for focusing on underlying issues and in building constructive relationships with families. They are not punitive and it is important to use them in conjunction with the full range of strategies for engaging and supporting families set out in this document. For example, they can be used with a pastoral support plan.

The school will ensure that the contract contains statements by the local authority or governing body agreeing to provide support to the family and by the parent agreeing to specified requirements. Entering into a parenting contract is voluntary for both parties. If a parent refuses or fails to meet the requirements, alternative courses of action, including statutory interventions and sanctions will need to be considered.

## **6. Fixed penalty notices**

When the local authority Education Welfare Service, working with the school, has fully explored the reasons for regular non-attendance and exhausted all reasonable intervention and support mechanisms with little success, the use of other statutory interventions and sanctions will be considered. Fixed penalty notices are one option, where the threshold for prosecution has been reached, that can be used instead of prosecution.

Fixed penalty notices will not be used as part of a package of intervention and support strategies to improve attendance. Such fines are used in extreme cases, when all efforts to engage the family have been tried and failed in having an impact. A warning rather than a penalty will normally be issued in the first instance, and in most cases this is enough to raise awareness of the severity of the attendance issue and lead to improved attendance.

Local authorities are responsible for the administration of the fixed penalty notice scheme and must issue a local code of conduct to ensure consistency across the local authority. The local authority should take care to ensure that notices are properly issued and only issued when it is willing to prosecute, which it should normally do when the penalty is not paid. Specific criteria for issuing a fixed penalty notice should be set out in the code of conduct.

At the outset of any process leading to issuing a penalty notice, the parent should be given a formal written notification explaining the actions that may be taken. It is good practice to make sure the parent understands the consequences of failing to ensure their child's regular attendance, in particular that it could result in a penalty or prosecution. It is also good practice to warn the parent of the possibility of a notice being issued and

to allow time (typically 15 school days) for the parent to improve the situation before issuing the penalty notice or commencing proceedings.

The key consideration in deciding whether to issue a penalty notice is whether it will be effective in helping to get the pupil back sustainably to school or alternative provision. A penalty notice is a suitable intervention in circumstances where the parent is judged capable of securing their child's regular attendance but is not willing to take responsibility for doing so, for example where the parent has not engaged with any supportive measures proposed.

## **7. Other interventions and sanctions**

Education supervision orders and parenting orders are other mechanisms that can be used to help secure regular attendance. For example, a local authority can consider applying to court for an education supervision order or they can prosecute parents for failing to ensure their child attends regularly at school or alternative provision. As a result of a successful prosecution, a court may make a parenting order or impose a fine.

These options clearly represent a significant escalation in dealing with absence and are not taken lightly. Schools and local authorities should work with parents and learners as far as possible to encourage attendance and provide any necessary additional support, before taking forward any prosecution. Schools and the local authority Education Welfare Service should consider each case individually.



# King Henry VIII School 3-19 Attendance Strategy – September 2024

## Lower, Middle and Upper Phase

The school takes a person-centred approach to improving attendance

**Our school attendance target is 96%**

<p><b>96% Attendance</b></p>	<p><b>96% attendance is our school attendance target. Our universal provision will ensure that we:</b></p> <ul style="list-style-type: none"> <li>• Make attendance a high-profile priority across the school, sharing this vision with parents / carers and pupils.</li> <li>• Track attendance on a weekly basis. Weekly attendance meetings to be held with key staff</li> <li>• Inform pupils of their attendance and target on a monthly basis through attendance stickers</li> <li>• Celebrate 100% attendance, most improved attendance and highest form attendance on a monthly basis</li> <li>• Inform parents / carers of their child' attendance on a half-termly basis</li> <li>• Attendance boards celebrate class, year group and whole school attendance</li> </ul>
<p><b>Class Teacher (Primary) / Form Tutor (Secondary)</b> <b>90%-96% Attendance</b></p>	<p><b>Class Teachers (primary phase) / Form Tutors (secondary phase) will monitor attendance on a regular basis</b></p> <ul style="list-style-type: none"> <li>• Pupils whose attendance is on a downward trajectory and / or who have historical attendance issues will meet with their Class Teachers / Form Tutors to discuss barriers to # attendance and positive strategies to improve attendance. In the secondary phase, this will happen via Form Tutor mentoring.</li> <li>• Attendance Folders will be completed to record actions</li> <li>• In the Lower Phase, staff will sensitively consider unavoidable absences and carefully analyse patterns of absence, before meeting with children</li> </ul>
<p><b>AHT Phase (Primary) / WBLSO (Secondary)</b> <b>81%-90% Attendance</b></p>	<p><b>Assistant Headteacher (primary phase) / WBLSOs (secondary phase) will monitor attendance on a regular basis</b></p> <ul style="list-style-type: none"> <li>• Parents / carers will be contacted and AHT Phase (R-6) / WBLSOs will work with families to put a <i>Personal Attendance Plan</i> in place to improve attendance and explore barriers to attendance for those on a downward trajectory and / or who have historical attendance issues. Attendance targets and rewards are set</li> <li>• AHT Phase (R-6) / WBLSOs may offer support through: Exit or Five-Minute Pass, meet on arrival to school, mentoring / go-to person, extra-curricular clubs, peer support, quiet spaces for break and lunch etc.</li> <li>• Actions recorded on Attendance Tracker</li> </ul>
<p><b>Family Engagement Officer (Primary) / Wellbeing Leader (Secondary)</b> <b>51%-80% Attendance</b></p>	<p><b>Family Engagement Officer (primary phase) / Wellbeing Leaders (secondary phase) will oversee an action plan to improve attendance</b></p> <ul style="list-style-type: none"> <li>• Family Engagement Officer (R-6) and / or Wellbeing Leaders will oversee bespoke action plans to improve attendance for those on a downward trajectory and / or who have historical attendance issues</li> <li>• Family Engagement Officer (R-6) and / or Wellbeing Leaders may offer support through: Use of wellbeing spaces, referral to in-house support e.g. WBLSO intervention, ELSA, EBSA mentoring, I2A. Referral to outside agency support, e.g. SHN referral, SPACE WB referral, advice to visit GP.</li> <li>• Actions recorded on Attendance Tracker</li> <li>• In the Lower Phase, the Family Engagement Officer may become involved for any pupils with under 80% attendance</li> </ul>
<p><b>AHT Wellbeing Vulnerable Learners and Family Engagement Officer</b> <b>31%-50% Attendance</b></p>	<p><b>The Assistant Headteacher Wellbeing Vulnerable Pupils (primary and secondary phase) and Family Engagement Officer (secondary phase) will support families in improving attendance</b></p> <ul style="list-style-type: none"> <li>• Bespoke support will be offered by the Assistant Headteacher and Family Engagement Officer, if there have been previous interventions made that have not had a positive impact. The pupil may access the Attendance Recovery Centre in the secondary phase, or the Nurture space in the primary phase</li> <li>• Further referrals may be made to outside agencies and / or SPACE WB. PSP may be initiated if appropriate. Alternative provision or reintegration timetable will be considered.</li> <li>• Consultation will occur with the Education Welfare Officer and / or Educational Psychologist regarding attendance concerns</li> <li>• Actions recorded on Attendance Tracker</li> </ul>
<p><b>Education Welfare Service</b></p>	<p><b>The Education Welfare Service</b></p> <ul style="list-style-type: none"> <li>• Once all reasonable avenues of support to improve attendance have been explored as above, and when no progress is made or cases are complex that require additional support, an EWS referral will be made. The EWS service can offer support to pupils and families to improve attendance. They can also instigate legal proceedings in some cases.</li> </ul>